

**Key to Reading Skills**

**READ** = word reading and general reading behaviour

**R** = recall and retrieval

**A** = analysis of structure and organisation

**E** = exploring the author's language and point of view

**D** = deduction and inference



13.12.16

**GRID 1 > CP book numbers 1-4**

Name:

Date:

No.	Criteria	Initial	Date
1	Can distinguish between a word, a letter and a space (READ)		
2	Can understand the terms: book, cover, beginning, middle, end, page, word, letter, line (READ)		
3	When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next (D)		
4	Can sequence the important parts of a story that is known to the reader in order (R)		
5	Is able to read some words from the YR high frequency list (READ)		
6	Can state simple likes/dislikes about familiar texts (E)		
7	Can talk about the main points/key events in a text, e.g. main story setting, events, principle character (R)		
8	Knows that information can be retrieved from different sources such as books, posters and computers (R)		
9	Can point to a full stop in text (READ)		
10	Can retell familiar stories with growing confidence (R)		
11	Can recognise language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration (A)		
12	Can read most of the YR high frequency word list (READ)		
13	Without prompting, use words and illustrations together to gain meaning from a text (R/D)		
14	With support, can find information to help answer simple, literal questions (R)		
15	Can talk about main points or key events in a simple text (R)		
16	Is beginning to make predictions based on titles, text, blurb and/or illustrations (D)		
17	Can almost read all the YR high frequency words (READ)		
18	Knows the function of full stops when reading and shows this in their reading aloud (READ)		
Total			

**Set 1 Sounds and CVC Words**

m a s d t l n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk sit, men, cat, chin, cup, neck, pot, leg, shop, pan, back, rat, sat, got, tap, bop, pet, jot, peg, hug, on, I, am, at, it, and, him, had, mum, mad, mid, gap, lid, fog, pin, fig, mud, den bug, dog

**Set 1 CVCC and CCVC Words**

slip, press, flap, drop, glum, best, jump, crash, hand, stand

**Set 1 Key Words**

I, the, my, you, said, your, are, be, he, no

Assessment score

0-4 ticks = not yet working at CP book number 1 (P5=1 tick, P6=2 ticks, P7=3 ticks, P8=4 ticks)

5-8 ticks = CP book number 1 (P8+/6)

9-11 ticks and recognise and blend Set 1 sounds and CVC words = CP book number 2 (1c/7)

12-14 ticks and blend Set1 CVCC and CCVC words = CP book number 3 (1c+/8)

15-18 ticks and read Set 1 key words = CP book number 4 (1b/9)

Assessment point: children with 15 or more ticks and recognising all listed sounds and words may be assessed against GRID 2

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**GRID 2 > CP book numbers 5-8**

Name:

Date:

No.	Criteria	Initial	Date
1	Can read aloud and is beginning to use expression to show awareness of punctuation (READ)		
2	Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words (READ)		
3	Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts (E)		
4	Notices unfamiliar and interesting words ("WOW" words grow with the age of the child) (E/D)		
5	Can choose a book from a selection and explain why chosen (B/E)		
6	Can use growing knowledge of vocabulary to establish meaning when read aloud (D)		
7	Can retell known stories, including significant events/main ideas in sequence (R)		
8	Can make plausible predictions about the plot of an unknown story, using the text and other book features (D)		
9	Can make plausible predictions about characters, using knowledge of the story and own experiences (D)		
10	Can recognise a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts		
11	With support, can answer simple questions/ find information in response to a direct question (R)		
12	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice) (READ)		
13	Can express opinions about main events and characters in stories e.g. good and bad characters (E)		
14	Is beginning to identify when reading does not make sense and attempts to self-correct (READ)		
15	Can retell as unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence (R)		
16	Can use the front cover and book title as well as illustrations and the words inside to make reading choices (E)		
17	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s) (READ)		
18	Can locate specific information on a given page in response to a question (R)		
19	Can relate stories/texts to their own experiences, including story settings and incidents (D)		
20	Can comment on obvious characteristics and actions of characters in stories (D)		
21	Is beginning to distinguish between fiction and non-fiction (A)		
22	Can read a wide range of words containing taught GPCs accurately and automatically, without the need for sounding and blending (READ)		
Total			

**Set 2 Sounds and Words**

**oy, ay, ow, igh, oo, ou, or, ir, air, ar, ee, tray, steep, slight, blow, spoon, start, snort, firm, stair, cook, toy, cloud, fleef, glight, stoon, snoy, strow, slout, doy, clook, jair, mirn, jort, clarf**

**Set 2 2-Syllable Words**

**gremlin, dishcloth, farmyard, cartoon, lightning, shallow, snowman, songbird, cookbook, kitchen**

**Assessment score**

0-5 ticks = not yet working at CP book number 4

6-9 ticks and recognise and blend Set 2 sounds and words = CP book number 5 (1b+/10)

10-15 ticks and read Set 2 2-syllable words = CP book number 6 (1a/11)

16-18 ticks and read 'Robin Hood met...' at 70 words per minute = CP book number 7 (1a+/12)

19-22 ticks = CP book number 8 (2c/13)

Assessment point: children with 18 or more ticks and recognising all listed sounds and words may be assessed against GRID 3

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**GRID 3 > CP book numbers 9-11**

Name:

Date:

No.	Criteria	Initial	Date
1	Can identify when reading does not make sense and self-corrects in order for the text to make sense (READ)		
2	Can read aloud, taking into account .?! (READ)		
3	Can read most of the Y1/2 high frequency words (READ)		
4	Can confidently recognise a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of no-fiction texts (A)		
5	Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text (R)		
6	Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb (D)		
7	Can compare similarities and differences between texts in terms of characters, settings and themes (D/E)		
8	Can provide simple explanations about events or information, e.g. why a character acted in a particular way (D)		
9	Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter) (A)		
10	Is beginning to use contents and index pages to locate information in non-fiction texts (A/R)		
11	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding (READ)		
12	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant) (READ)		
13	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letter(s) (READ)		
14	Can read aloud with intonation, taking into account a wider range of punctuation (.?!,) (READ)		
15	Can read aloud all the high frequency words, up to and including the Yr1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered word) (READ)		
16	Can explain the meaning of interesting "WOW" words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful) (D)		
17	Can summarise a story, giving the main points clearly in sequence (R)		
18	Can distinguish between fiction and non-fiction (A)		
19	Having read a text, can find the answers to questions, both written and oral (R)		
20	Can talk about how different words and phrases affect meaning, including the use of simple literacy language (alliteration) (E)		
21	Can discuss reasons for events in stories by beginning to use clues in the story (D)		
22	Is beginning to read between the lines, using clues from texts and illustrations, to discuss thoughts, feelings and actions (D)		
23	Can confidently relate texts to their own experiences (D)		
24	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter) (A)		
25	Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary (R/A)		
26	Is beginning to show some awareness that books are set in different times and places (R/A)		
Total			

**Set 3 Key Words**

**what, all, no, we, so, to, me, call, her, there, want, go, old, some, he**

**Set 3 Sounds**

**a-e, ea, i-e, ai, oa, o-e, are, u-e, ur, ew, ow, oi, ire, ear, ure, er, aw**

**Set 3 Words**

**fame, sream, kite, paint, groan, bone, spare, flute, burn, chew, brown, choice, spire, fear, cure, letter, frown, paw, plake, throke, cleab, rike, gure, flape, yice, fripe, sleam, thruke**

Assessment score

0-11 ticks = not yet working at CP book number 9

12-16 ticks and read Set 3 key words and read 'The King of Hamelin had..' at 80 words per minute = CP book number 9 (2c+/14)

17-20 and recognise Set 3 sounds = CP book number 10 (2b/15)

21-26 ticks and read Set 3 words and read 'The Planet Wob was...' at 100 words per minute = CP book number 11 (2b+/16)

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Assessment point: children with 22 or more ticks and recognising all listed sounds and words may be assessed against GRID 4

**GRID 4 > CP book numbers 12-14**

Name:

Date:

No.	Criteria	Initial	Date
1	Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (eg self-correcting, widening knowledge of vocabulary) (READ)		
2	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ( " " ) for dialogue (READ)		
3	Can summarise the main points in a text (R)		
4	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) (D)		
5	Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other texts on same theme; other texts by the same author; a personal connection the child makes; a connection the child makes to wider experiences) (D)		
6	Can explain how and why main characters act in certain ways, using evidence from the text (D)		
7	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts (E)		
8	Understands the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together) (A)		
9	Can identify language the author has chosen to use to capture the reader's interest and imagination (E)		
10	Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index (R/A)		
11	Can read all Y1/2 and some Y4/5 high frequency words (READ)		
12	Is able to quote directly from the text to answer questions (R)		
13	Is beginning to skim read texts to gather the general impression of what has been written (R)		
14	Is beginning to scan texts to locate specific information (R)		
15	Is beginning to use text marking to support retrieval of ideas from texts, e.g. highlighting, notes in the margin (R)		
16	Can identify reasons for actions and events based on evidence in the text (D)		
17	Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), Morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word (D)		
18	Sometimes empathises with different characters' point of view in order to explain what characters are thinking/feeling and the way they act (D)		
19	Can identify language the author has chosen to create images and build mood and tension (E)		
20	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations) (A)		
21	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence (D)		
22	Can sometimes use clues from action, description and dialogue to help establish meaning (D)		
23	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act (D)		
24	Can discuss the message a text has about our society, a particular culture or traditions from the past (E)		
Total			

Assessment score

0-5 ticks = not yet working at CP book number 12

12-19 ticks = CP book number 13 (CP bk 12-15 = 2a+/18 and CP bk 16-19 = 3c/19)

6-11 ticks = CP book number 12 (2a/17)

20-24 ticks = CP book number 14 (CP bk 20-22 = 3c+/20 and CP bk 23-24 = 3b/21)

Assessment point: children with 21 or more ticks may be assessed against GRID 5

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**GRID 5 > CP book numbers 15-16**

Name:

Date:

No.	Criteria	Initial	Date
1	Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ...()- (READ)		
2	Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary (READ)		
3	Can skim read texts to gather the general impression of what has been written (R)		
4	Can scan texts to locate specific information (R)		
5	Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin (R)		
6	Can summarise and explain main points in a text		
7	Can refer to the text to support opinions and predictions (R/D)		
8	Can use clues from action, description and dialogue to help establish meaning (D)		
9	Can read some Y4/5 high frequency words (READ)		
10	Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction (A)		
11	Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity (A)		
12	Is able to quote directly from the text to support thoughts and discussions (R)		
13	Can work out the meanings of ambitious words and/or phrases in context (D)		
14	Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act (D)		
15	Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas (D)		
16	Can identify the point of view from which a story is told (D)		
17	Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs (E)		
18	Can identify the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary) (E)		
19	Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings (E)		
20	Can discuss the work of some established authors and knows what is special about their work (E)		
21	Is beginning to identify differences between some different fiction genres (A)		
22	Is beginning to recognise how a character is presented in different ways and respond to this with the reference to the text (D)		
23	Can sometimes explain different characters' point of view (D)		
24	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution (A)		
25	Can discuss how the historical, social or cultural context of a text can affect its meaning (E)		
Total			

Assessment score

0-12 ticks = not yet working at CP book number 15

20-25 = CP book number 16 (3a+/24)

13-19 ticks = CP book number 15 (CP bk 13-16 = 3b+/22 and CP bk 17-19 = 3a/23)

Assessment point: children with 21 or more ticks may be assessed against GRID 6

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D = deduction and inference

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**GRID 6 > CP book numbers 17-18**

Name:

Date:

No.	Criteria	Initial	Date
1	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation (READ)		
2	Can clarify the meaning of the unknown words from the way they are used in context (D)		
3	Can skim and scan to identify key ideas in a text (R)		
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index (R/A)		
5	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas (D)		
6	Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries (R)		
7	Can identify some features of different fiction genres, e.g. science fiction, adventure, mystery etc. (A)		
8	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text (D)		
9	Can identify the point of view from which a story is told (D)		
10	Can compare and discuss the structures and features of a range of non-fiction texts (A)		
11	Can discuss how an author builds a character through dialogue, action and description (D)		
12	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world (E)		
13	Can discuss how a text may affect the reader and refer back to the text to back up a point of view (E)		
14	Can identify and discuss where figurative language create images (E)		
15	Can read all the Yr4/5 high frequency words (READ)		
16	Can infer and deduce meaning based on evidence from different points in text (D)		
17	Can distinguish between fact and opinion (E)		
18	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling (D)		
19	Can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence (R?D)		
20	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes (E/A)		
21	Can justify preferences in terms of authors' styles and themes (E)		
22	Can decide on the quality and usefulness of a range of texts and explain clearly to others (R/A)		
23	Can identify why a long-established novel, poem or play may have retained its lasting appeal (E)		
24	Can discuss the difference between literal and figurative language and the effects on imagery		
25	Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery) (E)		
26	Can recognise some text features within some mixed-genre texts (A)		
Total			

**Assessment score**

0-12 ticks = not yet working at CP book number 17

22-26 = CP book number 18 (4c/26)

13-21 ticks = CP book number 17 (4c/25)

Assessment point: children with 23 or more ticks may be assessed against GRID 7

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**GRID 7 > CP book numbers 19-20**

Name:

Date:

No.	Criteria	Initial	Date
1	Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way that they are used in context (D)		
2	Can read aloud with pace, fluency and expression, taking punctuation, presentation and authors' intent into account (READ)		
3	Can confidently skim and scan non-fiction texts to speed up research (R)		
4	Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications (R/D)		
5	Can recognise text features within mixed-genre texts (A)		
6	Can identify and discuss features of fiction genres, e.g. science fiction, adventure, mystery etc. (A)		
7	Can identify the point of view of some texts and how this impacts on the reader (D/E)		
8	Can summarise information from different points in the same text or across a range of texts (R)		
9	Can clearly identify and retrieve relevant points and key ideas from different points in the text and wider experiences (D)		
10	Can use quotations and text references to support ideas and arguments (R/D)		
11	Can explain a character's motives throughout a text and use evidence from the text to back up opinions (D)		
12	Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences (D)		
13	Can recognise which character the writer wants the reader to like or dislike (E/D)		
14	Can identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas (D)		
15	Can comment on the success of a text providing evidence that refers to the language, theme and style (E)		
16	Can recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery) (E)		
17	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story) (D)		
18	Can investigate texts to confirm and justify reasoned predictions and opinions (R/D)		
19	Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development or flash backs/ flash forwards; in non-fiction, looking at how a writer organises information so that the reader can compare/contrast ideas, and devices and decisions the writer has made in multi-genre texts (A)		
20	Can evaluate relationships between characters, (e.g. how characters behave in different ways as they interact with different people and/or different settings and consider the relative importance of these instances when evaluating a character's actions) referring back to the text to support thoughts and judgements (D)		
21	Can explain how the author has used different language features (e.g. figurative language, vocabulary choice, use of specific grammatical convention) and the effect of these on the reader (E)		
22	Can unpick the details of the different layers of meaning in texts, e.g. children use language to discuss texts such as: "This could be interpreted as .....", "On the other hand....", "Perhaps the writer is suggesting....", "One way of looking at this is that .... Whilst another could be ...." (D)		
Total			

**Assessment score**

0-11 ticks = not yet working at CP book number 19

20-22 = CP book number 20 (4b+/28)

12-19 ticks = CP book number 19 (4b/27)

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## Stage R High Frequency Words

go	we	see	can
come	this	on	he
went	dog	away	am
up	me	mum	all
you	like	it	is
day	going	at	cat
was	big	play	get
look	she	no	said
are	and	yes	to
the	they	for	in
of	my	dad	

## Stage 1/2 High Frequency Words

about	don't	two	once
can't	home	because	take
her	must	from	way
many	put	just	but
over	time	not	half
then	your	should	love
who	as	us	one
after	dig	bed	than
could	house	girl	were
here	name	last	by
may	ran	now	has
people	too	sister	made
there	back	very	or
will	door	been	that
again	how	good	what
did	new	laugh	call
him	saw	off	called
more	took	so	have
push	ball	want	make
these	down	boy	our
with	if	got	their
an	next	little	when
do	school	old	came
his	tree	some	help
much	be	water	man
pull	first	brother	out
three	jump	had	them
would	night	live	where
another	seen	lived	



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## Stage 4 High Frequency Words

ask	stopped	first	around
asked	think	half	below
began	thought	morning	between
being	told	much	both
brought	tries	never	different
change	turn	number	following
coming	turned	often	high
didn't	used	only	inside
does	walk	second	near
found	walked	sometimes	other
goes	walking	still	outside
gone	watch	suddenly	place
heard	write	today	right
I'm	woke	until	round
jumped	woken	upon	such
knew	almost	while	though
know	always	year	together
leave	any	young	under
might	before	above	where
opened	better	across	without
show	during	along	
started	every	also	

## Stage 5 High Frequency Words

baby	head	earth	paper
balloon	heard	eyes	sister
birthday	something	father	small
brother	sure	friends	sound
children	swimming	important	white
clothes	those	lady	whole
garden	word	light	why
great	work	money	window
happy	world	own	

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Robin Hood met John Little on a bridge.

8

Robin said, "Let me get past, will you?"

16

"I will not," grunted John.

21

"Then I will shoot an arrow at your chest!"

30

Robin took an arrow from his belt.

37

John shook his head. "I have only a stick in my hand," he said. "I don't mind having a contest, but you must put that arrow back and find a strong stick. Then I will set upon you, and I will win!"

48

58

69

79

So Robin cut himself a big stick. He swung it at John Little, and then sprang at him, hitting John with his stick.

90

100

102

John gasped, and whacked Robin with all his strength. Robin fell off the bridge and into the brook!

110

120

Both men began to grin. John stood on the bridge and Robin stood up to his neck in the brook.

130

140

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The King of Hamelin had a problem with rats. A stranger offered to help. "I am the Pied Piper. I hope you will let me help you."

11

24

27

The King rose from his throne, grand in his crimson robes. He said, "If you can get rid of those rats, I will pay you five bags of gold."

37

50

56

The stranger nodded and strode out, playing his pipe. Sweet notes filled the air and, noses twitching, the rats – all the rats – came out of their holes and followed him. They followed him across the meadow and into the river!

65

75

86

96

The next day, when the Pied Piper went to collect the five bags of gold, things did not go as he expected...

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The Pied Piper spoke slowly. "You chose the wrong man to quarrel with. You stole from me and so I will steal from you. I will steal your children!"

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**Key to Reading Skills**

**READ** = word reading and general reading behaviour

**R** = recall and retrieval

**A** = analysis of structure and organisation

**E** = exploring the author's language and point of view

**D** = deduction and inference



The Planet Wob was a boring place. Nothing smelled tasty and nothing tasted of anything. Turnip fields stretched as far as the eye could see.

Gala was fed up with eating turnips. Every night she looked up at the Planet Um, hanging in the streaky sky. Everyone said there were chocolate mines on Um.

One evening, Gala was lying in a turnip field with her friend, Frag. The Planet Um was glowing a silky, milky brown.

Gala's mouth watered. "Let's go there," she said.

"It could be dangerous," said Frag.

"It could be delicious," replied Gala.

"There could be scary things," said Frag.

"Nothing scares me," replied Gala.

As usual, Gala got her way. The two friends borrowed a spaceship from Rent a Rocket. They packed sky baskets, lunar bags and cosmic jars. Gala planned to harvest every last speck of chocolate.

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